

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2026-2027
HIGH HILLS ELEMENTARY

Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 1
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 9
- How many teachers in your school are beginning Volume 1 of LETRS this year?
- How many teachers in your school are beginning Volume 2 of LETRS this year? 1
- How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school have completed EC LETRS? ● How many CERDEP PreK teachers and CERDEP Teaching Assistants in your school are beginning EC LETRS this year?

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards.

Students at High Hills Elementary are engaged in weekly vocabulary, phonological, and comprehension instruction based on the 2024 grade level South Carolina standards outlined in the McGraw Hill Wonders reading series. Wonders uses research-based comprehension strategies aligned with the science of reading. Explicit instruction is used to gradually release from teacher modeling with read a louds and shared reads to student independent practice and application of skills. Students' progress is assessed using summative and formative assessments.

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills.

Students at High Hills Elementary, which serves only 4th and 5th grade, are engaged in balanced instruction that includes whole groups, small groups, and independent assignments each week. Reading and writing skills are integrated in the classroom. Students are exposed to reading a variety of text at different Lexile levels. Students are assessed in word recognition through weekly word study quizzes. Students' word recognition and comprehension skills are assessed using both formative and summative assessments. These assessments align with the Science of Reading and the SC College and Career Ready Standards. Based on these assessments,

students who are in need of remediation in word recognition receive explicit instruction during daily intervention blocks. These students are engaged in LETRS based activities, McGraw-Hill Wonders support activities, and the UFLI decoding strategies to build fluency.

Section C: Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency.

High Hills Elementary determines targeted pathways of intervention by analyzing data from universal screening and diagnostic assessments. MAP reading growth is administered three times a year to gather data used for identifying students in need of a targeted pathway. McGraw-Hill Wonders assessments, classroom progress, and common school formative assessments are reviewed as well. The MTSS team uses this data to identify students needing Tier 2 and Tier 3 instruction. Students whose data show the need for Tier 2 and Tier 3 are then given UFLI diagnostics, LETRS Phonics and word-reading survey, and the PAST screener. These screeners are used to target intervention goals. Classroom teachers use these screeners and diagnostic assessments to determine small groups and differentiate instruction based on the students' needs within each classroom. Families are kept informed of reading difficulties and ways to support reading and writing at home through parent conferences, weekly progress reports, mid-term reports and report cards.

Section D: Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home.

Parents of students at High Hills Elementary are informed of standards/skills being addressed in reading and writing through weekly classroom newsletters and monthly school wide newsletters. Parent/teacher data conferences are also held to discuss areas of strengths and weaknesses in reading/writing achievement. Families are invited to attend our literacy school wide event.

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading.

School wide reading growth and achievement are monitored by analyzing MAP growth data. Students who fall below the 25th percentile are given further diagnostic testing using universal screeners in order to determine if the student needs Tier 2 or 3 intervention. The MTSS team establishes intervention goals. Interventionists administer progress monitoring continuously throughout the Tier 2 & 3 cycles. Teachers administer progress monitoring and unit common assessments to determine students needing intervention within the classroom. This data is also used to determine standards that need further Tier 1 instruction.

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade.

The High Hills Elementary leadership team consists of our principal, assistant principal, instructional coach, literacy coach, and MTSS coordinator. This team provides teacher training through weekly PLC meetings and weekly grade level/department planning meetings. These meetings include deconstructing standards, analyzing data, and collaborative planning. At the end of each quarter teachers collaboratively create and align common unit assessments and progress monitoring for the upcoming quarter. The leadership team uses data from weekly walk-throughs to determine areas in need of growth to guide intentional coaching opportunities and professional development. Teachers have access to professional development opportunities available within the McGraw Hill Wonders reading series and Cognia Learning Labs.

Section G: Analysis of Data

Strengths	Possibilities for Growth
-Teachers follow a systematic scope and sequence implementing the 2024 South Carolina ELA standards that includes comprehension, phonics, fluency, and vocabulary using McGraw Hill Wonders. -Teachers routinely model fluency and comprehension strategies using literary and informational text to build reading accuracy. -Teachers collaborate to set measurable short-term goals aimed at improving students' reading skills.	-Teachers integrating content-specific reading, writing, and research skills to further reading and writing proficiency. -Teachers model interactive writing experiences and engage students in the complete writing process. -Teachers provide targeted, effective in-class intervention beyond whole class instruction based on student MAP data.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
<u>Previous Goal #1:</u> Increase the percentage of students scoring Meets and Exceeds in 2024-2025 as determined by SC READY from 55 % to 60% in the spring of 2025-2026.	In the spring of 2026, the percentage of students who scored meets or exceeds as determined by SCREADY increased from 53% to 56%. This growth can be attributed to weekly deconstructing of standards to ensure explicit Tier 1 instruction in vocabulary, reading and writing skills. Another factor showing the growth is the teacher analysis of MAP data to provide differentiated learning using a variety of research based strategies based on their students' needs.

<u>Previous Goal #2:</u> Increase the percentage of students with disabilities scoring Meets and Exceeds in 2024-2025 as determined by SCREADY from 24% to 27% in the spring of 2025-2026. <u>Previous Goal #3:</u>	In the spring of 2026, the percentage of students with disabilities who scored meets or exceeds as determined by SCREADY decreased from 24% to 23%. More support is needed with SPED teachers receiving more professional development on meeting their students' needs while providing explicit instruction on grade level. More support is also needed to ensure greater collaboration within our special services team.
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Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.*** Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.
- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

Goals	Action Steps
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Current Goal #1: Increase the percentage of students scoring Meets and Exceeds as determined by SC READY from 56 % to 59 % in the spring of 2026-2027.

- Provide professional development aligned with Visible Learning to improve teacher clarity
- Provide explicit instruction based on the 2023 ELA South Carolina standards using the HQIM in McGraw Hill-Wonders.
- Administer bi-weekly progress monitoring checks provided by McGraw Hill-Wonders to guide vocabulary, reading and writing instruction
- Weekly collaborative planning to deconstruct standards.
- Administer MAP growth reading three times per year and analyze data.
- Teachers analyze MAP data to provide differentiated and personalized learning using a variety of research based strategies to meet their students' needs.
- Analyze MAP data to determine students who would benefit from targeted instruction in the after-school tutoring program.

Current Goal #2: Increase the percentage of students with disabilities meeting or exceeding as determined by SCREADY will increase from 23% to 26% in the spring of 2026-2027.

- SPED teachers and interventionists will use the UFLI curriculum to supplement grade level instruction following the scope and sequence of McGraw Hill Wonders
- SPED teachers will use hands-on engagement activities using the HAND2MIND literacy centers and phonemic awareness kits.
- Administer MAP growth reading three times per year and analyze data.
- Analyze MAP data to identify students who would benefit from targeted instruction during before school tutoring.

<u>Current Goal #3:</u>	
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